

# CALIFORNIA SCHOOLS

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## A Great Californian Passes

California is gripped in the expression of sorrow at the passing of James Rolph, Jr., Governor of the State. As Governor of this great state he served his people with a loyal and personal devotion characteristic of his ardor for any cause which enlisted his sympathy.

Governor Rolph was more than the supreme executive of this commonwealth. He clothed the functions of his high office with a mantle of generosity and humane understanding for the woes of his fellows. The unfortunate, the helpless, and the friendless could command his attention. No fear of criticism withheld him from championing a cause that he considered worthy. He was noted as a great humanitarian. Perhaps the outstanding characteristic of this man was his eagerness to befriend those in great need, and no toiler was too humble to gain the compassion of the Governor.

His passing marks the close of an epoch in the annals of California. He brought to his great task of governing a love for the romantic beginnings of his native state. He cherished the forms and symbols of those beginnings and sought to perpetuate the customs which have made our state unique.

Governor Rolph loved to meet and converse with his fellow Californians—to go about his beloved state. He loved her soil and trees, her vast fruit-bearing areas, her mountains, and valleys, and lakes.

No citizen of this state was ever more devoted to its welfare. None has been more patriotic in his desire to serve the people or to preserve the fundamental and pioneer principles of California life and American democracy. In return for his devotion to the interests of his state, no man in public life has been more beloved by the people of his state than the Governor. No man will be mourned by a greater host than has called him friend.

## Transportation of Public School Pupils in California

We are familiar with one of the remarkable developments of recent years in American life, which has been the movement of large numbers of our people from rural to urban centers. The decade from 1920 to 1930 witnessed the rapid growth of cities in the United States and a consequent decline in population of rural areas. As a result of this trend towards the urbanization of our population, many new social and economic problems have been created. During recent years public attention and study has been directed principally to problems which have arisen because of the marked concentration of population in our cities.

California, like most other states, has developed large metropolitan areas since 1920. The United States Census of 1930 gave evidence of this population trend in the fact that 73.3 per cent of our population was urban, while 26.7 per cent was classed as rural. Based upon this fact one might reasonably assume that problems of rural life in California were of lessened importance. However, certain additional information also taken from the 1930 Census points out the error of this assumption.

### EIGHTY-ONE PER CENT OF CALIFORNIA COUNTIES ARE ESSENTIALLY RURAL IN CHARACTER

In 1930, 41 per cent of the counties in California reported total populations which did not exceed nine persons per square mile. An additional 40 per cent of the counties reported total populations ranging from ten to forty-nine persons per square mile. In other words the Census of 1930 indicates that 81 per cent, or forty-seven of the fifty-eight counties in California, report total populations which did not exceed forty-nine persons per square mile. These facts are presented more completely in the following tabulation:

<i>Population per square mile</i>	<i>California counties</i>	
	<i>Number</i>	<i>Per cent</i>
0- 9 persons.....	24	41
10- 49 persons.....	23	40
50- 99 persons.....	3	5
100-499 persons.....	5	9
500 or more persons.....	3	5
Totals .....	58	100

The 1930 Census lists 280 centers of population in California. These places are further segregated, and 155 or 55 per cent, are classified as urban, while the remaining 125 or 45 per cent, are classified as rural. Notwithstanding the growth of large cities, California will continue to face major rural-life problems, due to the fact that 45 per cent of its centers of population are in rural areas, and conditions of American life promote decentralization of population.

### **SHIFT IN POPULATION REQUIRES ADJUSTMENTS AND CHANGES IN SCHOOL FACILITIES**

One of the problems created by the shift of population in California deals with the maintenance and adjustment of the school facilities of the state, so that all sections may be served adequately. Our city schools have found it difficult during the past ten years to accommodate a rapidly increasing number of pupils to be educated. Extensive school building programs have been undertaken in most California cities in order to house this marked influx of pupils.

The public schools in rural areas of the state have also been confronted with equally difficult problems during this period. Due to the relative sparseness of population, it has been necessary to combine and unionize school districts in order to secure improved units for school administration. In many places this attempt to secure better administrative units has required the construction of new centrally located school buildings. In practically all such cases pupil transportation is required for the effective operation of the enlarged school districts. Pupil transportation has made it feasible for residents in rural communities to secure modern educational advantages for their children.

### **LEGAL AUTHORITY FOR PUPIL TRANSPORTATION IN CALIFORNIA**

In California the transportation of public school pupils is primarily a responsibility of local boards of school trustees. The legal authorization for the transportation of elementary school pupils is found in School Code section 1.70;

The governing board of any elementary school district shall have power to provide, with the written approval of the county superintendent of schools, for the transportation of pupils to and from schools whenever in the judgment of such board such transportation is advisable, and good reasons exist therefor; to purchase or rent and provide for the upkeep, care, and operation of vehicles, or to contract and pay for the transportation of pupils to and from school by common carrier, or to contract with and pay responsible private parties for such transportation; provided, however, that in order to procure such service at the lowest possible figure consistent with proper and satisfactory service, such governing board shall secure bids whenever it be contemplated that a contract may be made with a person or a corporation other than a common carrier but

may, in their discretion, let the contract for such service to other than the lowest bidder. No board shall make any purchase or enter into any contract for such service without securing the written approval of the county superintendent of schools.

The transportation of high school pupils in California is likewise a responsibility of local governing boards of school trustees. School Code section 1.80 provides as follows:

Should the location of any secondary school be such that attendance upon the classes of said school compels pupils in attendance thereon to travel an excessive distance or because such travel works financial hardship upon such pupils, the governing board of the secondary school district in which said school is situated may provide transportation for such pupils. Provision for transportation of such pupils shall be made in accordance with the provisions of Article I of this Chapter and the cost of such transportation shall constitute a proper charge against said secondary school district and shall be paid accordingly.

#### **PUPIL TRANSPORTATION IS PROVIDED BY ALL TYPES OF SCHOOL DISTRICTS IN CALIFORNIA**

Pupil transportation is provided on each of the three levels of the state school system from the elementary through the district junior college. During the year 1932-33, 1161 school districts or 37.1 per cent, provided for the transportation of school children. From the more complete data presented in Table No. 1, it will be seen that 31.7 per cent of all the elementary school districts in California provided pupil transportation, while 89.5 per cent of the high school districts in California found it necessary to transport pupils. Three of the district junior colleges in California, or 17.6 per cent of all such institutions, transported pupils in 1932-33.

**TABLE No. 1**

**Number and Per Cent of School Districts Which Provided Pupil Transportation, 1932-33**

<i>Type of district</i>	<i>School districts which provided pupil transportation</i>	
	<i>Number</i>	<i>Per cent</i>
Elementary school.....	895	31.7
High school.....	263	89.5
District junior college.....	3	17.6
Totals.....	1,161	37.1

Pupil transportation is provided in all sizes of elementary school districts. In general, however, the elementary school districts which provide pupil transportation are relatively small in size. It will be

noted from Table No. 2 that 58.3 per cent, or 522 elementary school districts in which pupils are transported, did not exceed 99 pupils in average daily attendance per district. It is likewise true that four such elementary school districts, or 5 per cent, each have 10,000 or more pupils in average daily attendance.

**TABLE No. 2**  
**Size of Elementary School Districts Which Provided Pupil Transportation, 1932-33**

<i>Average daily attendance in district</i>	<i>Elementary school districts</i>	
	<i>Number</i>	<i>Per cent</i>
0- 24.....	267	29.8
25- 49.....	111	12.4
50- 99.....	144	16.1
100- 199.....	132	14.7
200- 299.....	65	7.3
300- 499.....	58	6.5
500- 999.....	62	6.9
1,000-1,999.....	34	3.8
2,000-9,999.....	18	2.0
10,000 or more.....	4	0.5
Totals.....	895	100.0

**TABLE No. 3**  
**Size of High School Districts Which Provided Pupil Transportation, 1932-33**

<i>Average daily attendance in district</i>	<i>High school districts</i>	
	<i>Number</i>	<i>Per cent</i>
0- 49.....	8	3.0
50- 99.....	36	13.7
100- 199.....	60	22.8
200- 299.....	27	10.3
300- 399.....	31	11.8
400- 499.....	22	8.4
500- 999.....	42	16.0
1,000-4,999.....	31	11.8
5,000-9,999.....	2	0.7
10,000 or more.....	4	1.5
Totals.....	263	100.0

Table No. 3 indicates the size of high school districts which provided pupil transportation in 1932-33. It will be noted that a total of 263 high school districts, ranging in size from the smallest to the



largest districts in the state, provided pupil transportation. Three per cent of such districts do not exceed forty-nine pupils in average daily attendance, while four districts or 1.5 per cent, have 10,000 or more pupils in average daily attendance. The data presented in Tables No. 2 and No. 3 clearly indicate that pupil transportation in California is provided in all sizes of elementary and high school districts.

### SCHOOL DISTRICTS IN ALL SECTIONS OF THE STATE PROVIDE PUPIL TRANSPORTATION

Public school pupils are transported to and from school in all sections of the state. While it is true that a considerably larger percentage of the school districts in southern California provide pupil transportation, nevertheless a material number of school districts throughout all sections of the state have found it necessary to provide this essential school service. Table No. 4 presents these data more completely. It will be noted that 291 districts, or 27.3 per cent of all school districts in northern California counties, provide pupil transportation. There were 394 school districts or 29.9 per cent, in central California counties which provided pupil transportation in 1932-33. Pupil transportation is provided in 476 or 63.9 per cent of all school districts in southern California counties. Throughout the state, 1161 districts or 37.1 per cent, provided pupil transportation in 1932-33.

**TABLE No. 4**  
**Number and Percentage of California School Districts in Which Pupil Transportation Was Provided, 1932-33**

<i>Section of California</i>	<i>School districts which provided pupil transportation</i>	
	<i>Number</i>	<i>Per cent</i>
Northern counties.....	291	27.3
Central counties.....	394	29.9
Southern counties.....	476	63.9
Total state.....	1,161	37.1

### MOST CITY SCHOOL DISTRICTS IN CALIFORNIA PROVIDE PUPIL TRANSPORTATION

Although the problem of providing pupil transportation is in large measure a rural school problem, yet it is a fact that a majority of the city school districts in California also provide for the transportation of pupils. These districts usually maintain classes for physically handicapped children, for which transportation is imperative if they are



to receive the services of the public schools. In addition, many school districts located in cities transport children from adjacent school districts so that modern school facilities may be more widely available.

During the year 1932-33, 71.9 per cent of all city school districts in California provided for the transportation of school children. These data which are presented more completely in Table No. 5 point to the fact that pupil transportation in California is not only an essentially rural problem, but one which has required careful consideration and planning in a large majority of our city school districts.

**TABLE No. 5**  
**Number and Per Cent of School Districts Which Provided Pupil Transportation, 1932-33**

<i>Type of school district</i>	<i>School districts which provided pupil transportation</i>	
	<i>Number</i>	<i>Per cent</i>
City districts.....	69	71.9
All other districts.....	1,092	36.0
Totals.....	1,161	37.1

#### TYPES OF PUPIL TRANSPORTATION DEPENDENT UPON VARIED GEOGRAPHY OF CALIFORNIA

Transportation of public school pupils in California is provided in all sections under conditions which vary widely, depending upon differences in local geography and administrative practices. Due to these varying conditions it is difficult, if not impossible, to describe the circumstances under which school buses are operated, which are representative of the entire state. Schools located in mountainous areas of the state provide pupil transportation on many miles of road which require long hard pulls over washboarded grades and under other road conditions which cause rapid deterioration of transportation equipment. In many such cases, roads become impassable for weeks at a time, due to mountain slides and excessive snow. Pupil transportation under such conditions becomes relatively costly.

Schools located in the valley communities are not seriously handicapped by road conditions. The state highway system, supplemented by many well-kept county roads, provides excellent conditions for the transportation of pupils. In many such cases, pupils are transported for as many as forty or forty-five miles to modern high school programs of education. In the larger high schools, fleets of buses are maintained in order to accommodate all residents of the district who live at such

distances as to require transportation service. As a general rule, the unit cost of providing pupil transportation in large schools is relatively low, although the total cost to the district may require from 15 to 20 per cent of the current expenditures for the year.

### PUPIL TRANSPORTATION REQUIRED \$2,583,074.75 IN 1932-33

The current operating cost for pupil transportation in California during the year 1932-33 amounted to 2,583,074.75, which was 3 per cent of the total current expenditures for that year. The data presented in Table No. 6 indicate that the expenditures for high school pupil transportation amounted to \$1,477,902.53 or 3.4 per cent of the current expenditures for such districts. The total cost of high school pupil transportation was greater in amount and per cent than the corresponding expenditures of either elementary or junior college districts. It will be noted from Table No. 6 that \$1,095,547.16 was required for elementary school pupil transportation, while \$9,625.06 was expended for the transportation of district junior college students.

**TABLE No. 6**  
**School District Expenditures <sup>1</sup> For Pupil Transportation, in**  
**California, 1932-33**

<i>Type of district</i>	<i>School district expenditures for pupil transportation</i>	
	<i>Total amount</i>	<i>Per cent of current expenditures</i>
Elementary school.....	\$1,095,547 16	2.7
High school.....	1,477,902 53	3.4
District junior college.....	9,625 06	2.3
Totals.....	\$2,583,074 75	3.0

<sup>1</sup> Includes current operating expenditures for pupil transportation only.

Due to difficult school bus operating conditions, some of which have been mentioned in a preceding paragraph, transportation expenditures in northern California counties exceed the per cent of total current expenditures of all school districts for such service in central or southern California counties. This condition exists in spite of the fact that the total amount expended for pupil transportation in northern California counties is less than the corresponding amounts in either the central or southern California counties.

It will be noted from the data presented in Table No. 7 that school districts in northern California counties required 8.9 per cent of their

current operating expenses for pupil transportation, while school districts in central and southern California counties required only 3.4 per cent and 2.4 per cent respectively for such service. Thus, it is evident that school boards must set aside varying portions of their budgets for pupil transportation, depending upon the geographical area of the state in which the school is located.

**TABLE No. 7**  
**School District Expenditures <sup>1</sup> for Pupil Transportation, in California, 1932-33**

<i>Section of California</i>	<i>School district expenditures for pupil transportation</i>	
	<i>Total amount</i>	<i>Per cent of current expenditures</i>
Northern counties.....	\$442,525 90	8.9
Central counties.....	773,190 10	3.4
Southern counties.....	1,367,358 75	2.4
Total State.....	\$2,583,074 75	3.0

<sup>1</sup> Includes current operating expenditures for pupil transportation only.

**TABLE No. 8**  
**School District Expenditures <sup>1</sup> For Pupil Transportation, 1932-33**

<i>Type of school district</i>	<i>School district expenditures for pupil transportation</i>	
	<i>Total amount</i>	<i>Per cent of current expenditures</i>
City districts.....	\$607,100 27	1.0
All other districts.....	1,975,974 48	7.6
Total.....	\$2,583,074 75	3.0

<sup>1</sup> Includes current operating expenditures for pupil transportation only.

### **COST OF PUPIL TRANSPORTATION IN CITIES IS RELATIVELY SMALL**

Although pupil transportation is provided in a majority of city school districts, the amount expended for such services is relatively small as compared with corresponding amounts in other types of school districts. City school districts in many parts of the state find it possible

to use the services of public carriers to supplement school buses. It is also true that due to the concentration of population, larger capacity buses are operated over proportionately shorter routes than in rural sections of the state.

Table No. 8 presents the essential facts concerning expenditures for pupil transportation in cities as compared with other types of districts in California during the year 1932-33. It will be noted that city school districts required only 1 per cent, or \$607,100.27 of their total current expenditures, for pupil transportation, whereas the corresponding percentage for all other types of districts was 7.6 per cent. The cost of pupil transportation in city school districts is a proportionately smaller item of expense than is required in other types of school districts.

### COST OF PUPIL TRANSPORTATION IS UNEQUALLY DISTRIBUTED IN CALIFORNIA

Notwithstanding the fact that pupil transportation requires only 3 per cent of the total current operating expenses of all school districts in California, the expense incurred by individual school districts for pupil transportation varies over a wide range. When all elementary school districts in the state are considered, the cost of pupil transportation varies from 1.5 per cent in one district to 45 per cent in another district, of the total current operating expenses for the year. The median percentage for elementary school districts was 8 per cent during the year 1932-33.

TABLE No. 9

**Distribution of Elementary School Districts According to Per Cent  
of Current Expenditures Required for Pupil Transportation,  
1932-33**

<i>Per cent of current expenditures required for transportation</i>	<i>Elementary school districts</i>	
	<i>Number</i>	<i>Per cent</i>
0- 5.9.....	379	42.4
6.0-11.9.....	194	21.7
12.0-17.9.....	145	16.2
18.0-23.9.....	89	9.9
24.0 or more.....	88	9.8
Totals.....	895	100.0

Table No. 9 presents more complete and supplementary data for presents more complete and supplementary data for elementary school districts, indicating the per cent of current expenditures required for pupil transportation in 1932-33. Transportation expenditures in 379

elementary school districts, or 42.4 per cent, do not exceed 5.9 per cent of the total current expenditures of such districts. In 88 elementary school districts, however, transportation expenditures required 24 per cent or more of the total current expenditures of these districts. The cost of pupil transportation is obviously very unequally distributed among the elementary school districts in California.

### SCHOOL DISTRICTS NEED AID FOR PUPIL TRANSPORTATION

Likewise, pupil transportation expenditures in high school districts ranged from 1.5 per cent to 32 per cent of the total current expenditures of such districts during the year 1932-33. The median amount expended for transportation in high schools was 8 per cent of the current operating expenditures of such districts.

The data presented in Table No. 10 indicate that 102 or 38.8 per cent of California high schools provided pupil transportation at a cost which did not exceed 5.9 per cent of their total current operating expenditures for the year. In contrast to these conditions, data are also presented which indicate that six districts required 24 per cent or more of their current operating expenditures for pupil transportation in 1932-33. Due to the fact that individual high school districts in California bear grossly unequal expenditure burdens for pupil transportation, it is evident that some relief from these conditions must be provided as soon as possible.

TABLE No. 10

#### Distribution of High School Districts According to Per Cent of Current Expenditures Required for Pupil Transportation, 1932-33

<i>Per cent of current expenditures required for transportation</i>	<i>High school districts</i>	
	<i>Number</i>	<i>Per cent</i>
0- 5.9.....	102	38.8
6.0-11.9.....	92	35.0
12.0-17.9.....	40	15.2
18.0-23.9.....	23	8.7
24.0 or more.....	6	2.3
Totals.....	263	100.0

### ADOPTION OF RILEY-STEWART PLAN STABILIZES SUPPORT OF PUBLIC SCHOOL SYSTEM

As a result of the adoption of the so-called Riley-Stewart (Senate Constitutional Amendment No. 30) plan of school finance in 1933,

California has more fully recognized the principle that it is the responsibility of the state to provide for the education of all school children. This significant amendment automatically increased the proportion of the total cost of public education provided from state revenues. By this action California has insured the maintenance of a system of free public schools for all pupils in the state. It still remains, however, for the state to provide equal educational opportunities for its citizens living in all sections of California.

A system of pupil transportation is one of the essential elements which must be included in any state-wide plan which attempts to insure equal educational opportunities for all its citizens. Accordingly, one of the important educational problems which the people of California must face very soon, deals with the establishment of an adequate state-wide system of pupil transportation properly coordinated to insure efficiency of operation. Such a system for pupil transportation can only be provided as a result of the assumption by the state of a reasonable proportion of the total cost required for pupil transportation.

#### **FIFTEEN STATES PROVIDE FOR PARTIAL COORDINATION OF PUPIL TRANSPORTATION SYSTEMS**

In recent years, many of the states of the union have assumed increased responsibilities necessary to insure adequate systems of pupil transportation. A recent publication summarizes these new responsibilities in the several states as follows:

The degree of state control varies from complete authority and responsibility as exercised in Delaware to no jurisdiction in certain states including Louisiana. In the former state, according to J. O. Adams, all transportation is arranged for by the state department. There is no local control of this activity.

Since control of pupil transportation by state agencies is so widely divergent, both in its extent and manner, it is difficult to classify many of the states. Fifteen may be listed as exercising some degree of control other than requiring reports and suggesting procedures. They are California, Delaware, Massachusetts, Minnesota, Mississippi, Missouri, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Vermont, Virginia, West Virginia, and Wisconsin.<sup>1</sup>

#### **PUPIL TRANSPORTATION PROBLEM IN PACIFIC COAST STATES IS LARGE**

The administration and control of state-wide systems of pupil transportation will become increasingly important functions of state departments of education with each succeeding year. Since it is generally conceded that the states along the Pacific Coast have greater pupil transportation problems in proportion to population than do

<sup>1</sup>James C. Eddleman "The Regulation of Pupil Transportation in the United States." *Bulletin of the Bureau of School Service*, College of Education, University of Kentucky, Lexington, March, 1934, Vol. VI, No. 3, p. 20.



states in other sections of the country, it is imperative that California, which is the leading state in the Pacific Coast area, shall assume its full share of responsibility for a coordinated state-wide system of pupil transportation.

### **PUPIL TRANSPORTATION INSURES BETTER RURAL SCHOOLS**

One of the outstanding examples of leadership on the part of a state in assuming its responsibility for pupil transportation is found in New York. In summarizing his experience gained in the state of New York, Mr. Ray P. Snyder writes as follows:

Automobiles, comfortable buses, paved county roads, and other modern conveniences have in effect shortened distances and made transportation possible. Increases in state aid for education and specific provision whereby the state pays one-half the cost of transportation in central, union free and consolidated districts, and of high school pupils in common school districts when necessary, as well as the change in law requiring state supervision of vehicles used for the transportation of pupils, have also been factors in causing the increase in the number of pupils transported at public expense. There is every indication that other changes in conditions and in law will continue to make the problem of transportation of pupils increasingly important.<sup>2</sup>

Mr. Snyder further states in this regard:

One hundred forty-one central districts are operating in New York state, all of which have been organized since 1925 when the central school law was amended to allow larger grants of state aid. The equalization quota law was passed at the same session of the Legislature. Scarcely one of these districts could operate if the schools had to depend entirely upon local taxation for support. In many of the central districts, the school systems are on a par with the best systems of the cities and larger villages. The farmer who lives in such a district is finding that for substantially the same average tax that he paid under former conditions, his children now have schools as good as those attended by the children of his city friends. No longer does this farmer feel that he has to move to the village or city to educate his children. On the contrary, his central districts are functioning during the depression and are providing education for nearly 60,000 rural children.<sup>3</sup>

### **State-Wide Coordination of Pupil Transportation Should Be Administered by State Education Departments**

A state-wide system of pupil transportation partially financed with state funds should be administered as one of the functions of the State Department of Education. A recent bulletin, summarizing the practices employed in the several states of the Union, in regard to the supervision of pupil transportation, includes the following excerpt,

<sup>2</sup> Ray P. Snyder. *Pupil Transportation in Rural New York*. Rural Education Bureau, University of the State of New York, Bulletin June 15, 1930, No. 950, pp. 8-9.

<sup>3</sup> Ray P. Snyder. "Central School District Protects Rural Children." *Nation's Schools*, Vol. 12, No. 1, 27-28, July, 1933.



which is quoted here since it clearly states the proper function of the State Department of Education in this connection.

The activities of the State Department of Education should be essentially the same regardless of the type of organization. Speaking broadly, it should see that local administration is kept upon the highest possible plane of efficiency. This will involve the maintenance of a rather comprehensive set of standards for personnel, equipment, and operation. The required use of a standard contract form is a desirable aid in such control. Uniform accounting practices should be required. Reports to state departments should include data as to the number of pupils transported, cost of the service and such other information as the department is prepared to employ in its work. Care should be exercised to avoid collection of useless data. The efficient State Department will keep informed not only on the procedure in the state, but on developments in all parts of the country. It may be expected to determine the best practices in the field and to exercise constructive leadership in the promotion of a constantly developing program of pupil transportation in the state.

#### **California Should Include Pupil Transportation in Equalization Program for Schools**

California is indeed fortunate in having maintained its system of free public schools intact, during a period when grave questions arose as to the value of other essentially democratic institutions. We have, in fact, strengthened and stabilized the foundation upon which our public schools are supported by transferring county school costs to the state.

The entire nation looks to California educational leadership for guidance. We have already taken the first step toward the equalization of educational opportunities for all our children. A planned state-wide system of pupil transportation, coordinated by the State Department of Education, is one of the prime essentials of a complete equalization program which California should soon adopt for its public schools.

## A Great Gift

Great men do great things simply. Hidden in the back pages among inconsequential items the press recently carried the news that Dr. and Mrs. Elwood P. Cubberly had given their life savings to Stanford University for the furtherance of the cause of education. Few of the thousands who read this announcement realized its full purport.

The gift means more than its monetary value indicates. It is the capstone on the structure of a lifetime. Thirty-five years devoted to the building of a department of education has its completion with this generous contribution from these two toilers in the field of education. Only those acquainted with the history of education in California know the long series of battles waged by Dean Cubberly for the recognition of the School of Education on a parity with other schools in the universities.

On every continent there are zealous men and women who owe their inspiration to the high ideals preached and practiced by the militant dean. From his gracious helpmeet they received the encouragement so vital to strangers within our gates. These will learn with pleasure but without surprise of the personal sacrifice made by their mentors. In innumerable places will the torch of education be rekindled from that torch which these two have so faithfully held aloft in fair weather and in stress.

Having seemingly completed their labors on the structure of education, by their gift the Cubberlys have but laid the foundations of a nobler temple.

As they journey down life's pathway facing the westerning sun may they realize as do others the personal application to their deed of Lowell's line, "Who gives himself with his gift feeds three."

## The Teacher Interprets the School to the Public

HELEN HEFFERNAN, *Chief, Division of Elementary  
Education and Rural Schools*

Every teacher "talks school." What the teacher says and how he says it exerts influence, the extent of which it is difficult to estimate. If the teacher has a professional attitude toward his work, if he is enthusiastic about the service of the school to childhood and society, if he is progressively and open-mindedly seeking ways and means of improving his service, if he is aware of the great responsibility with which society entrusts him, the comments he may make will produce a favorable impression of the school system.

The teacher who possesses a less desirable attitude toward his profession is a distinct liability to the public relationships of the school. The public will naturally infer that he is an accurate reflection of the school system of which he is a part.

It has been said that criticisms against education made by the public have first been expressed by an educator. Some of the most damaging criticisms assuredly find their origin in the thoughtless complaints made by teachers who may not realize how a specific criticism may be immediately magnified into a generalized attitude that the public schools are unworthy of support.

In developing the public relations program of a school system, it is of the utmost desirability that the teachers' position be thoroughly understood and their participation in the program definitely planned. It is important that the teachers be continuously informed concerning the schools so they may speak intelligently when education and the schools become the topic of discussion.

The superintendent or principal should work out the public relations program comparatively with the teaching staff. The value of such a procedure is indicated in this statement:<sup>1</sup>

Once the teaching corps of a school system has caught the vision of what can be accomplished through enlightened missionary effort—through "talking school" constructively with relations and friends and through closer personal contacts with parents of pupils—the efficiency of that system will inevitably increase as a result of the larger understanding on the part of the citizens.

The Monterey Union High School has presented the Committee on Public Relations with an extensive mimeographed bulletin on the

<sup>1</sup>Clyde R. Miller, and Fred Charles. *Publicity and the Public Schools*. Boston: Houghton Mifflin Company, 1924. pp. 13-14.

plan in use there.<sup>1</sup> Definite organization of the faculty to make the program function is an integral part of the plan. Committees of teachers are assigned responsibilities for contacts with the press, school programs, academic contests, local competitions, exhibits, open house days, pupil parts in assembly, clippings and references, speakers groups. Regular faculty meetings are held "for the sake of having major phases of our set-up more fully understood by all the teachers."<sup>2</sup>

An interesting illustration of a plan developed by a group of Los Angeles teachers<sup>3</sup> indicates how thoroughly and cooperatively teachers will enter into the public relations program. In outline form, specific suggestions are made concerning: P. T. A. contacts, adult classes, cooperative activities, wider use of school building as a social center, classroom "at homes," office conferences, home visitation, messages to home, newspaper articles, and school programs. This bulletin recognizes that "efficient, enthusiastic teachers who can inspire and keep the trust of pupils and parents, faith in the school and its methods, are the best insurance for harmony."<sup>4</sup>

Every teacher is an interpreter of the school. Progress in education as in every phase of human advancement, literally waits on interpretation to the public. Glenn Frank said recently: "The future of America is in the hands of two men—the investigator and the interpreter."<sup>5</sup> And again: "A dozen fields of thought are today congested with knowledge that the physical and social sciences have unearthed, and the whole tone and temper of American life can be lifted by putting this knowledge into general circulation. But where are the interpreters with the training and the willingness to think their way through this knowledge and translate it into the language of the street? I raise the recruiting trumpet for the interpreters."

California's teachers are the logical interpreters of the schools to the public. Wise educational leadership will guide teachers to an appreciation of the fact that our schools in the future will be as good or as bad as the people want them to be. What the public wants the schools to be will depend on how well the interpreter has done his work.

<sup>1</sup> Public Relationships. (Mimeographed.) Bulletin 7, January 2, 1934. Monterey Union High School, Series 1933-34.

<sup>2</sup> Ibid.

<sup>3</sup> "Ways and Means of Bringing the School into Closer Harmony with the Home." Marcella L. Richards, Chairman, Committee on Compilations. Los Angeles City School District. Office of Superintendent, January, 1934 (mimeographed).

<sup>4</sup> Ibid., p. 2.

<sup>5</sup> Glenn, Frank. "Salesmen of Knowledge." A syndicated article.

## DEPARTMENTAL COMMUNICATIONS

### Division of Textbooks and Publications

IVAN R. WATERMAN, *Chief*

#### NEW PUBLICATIONS

*Projects initiated for Improving Practice in Secondary Schools.* Department of Education Bulletin No. 8, April 15, 1934.

This bulletin contains accounts of projects initiated in California secondary schools for the purpose of improving curriculum practices. The materials were collected by the recent California Teachers Association State Committee on Problems of Secondary Education and have been published by the State Department of Education in order that the projects reported may be brought to the attention of secondary school administrators throughout the state. Copies of the bulletin have already been sent to superintendents and secondary school principals. A limited number of additional copies is available. Superintendents and principals may secure additional copies for use of members of their faculties upon request to the Division of Textbooks and Publications.

*Motion Picture Appreciation in the Elementary School.* Department of Education Bulletin No. 9, May 1, 1934.

This bulletin has been prepared for the use of teachers in an attempt to stimulate an appreciation of the educational values in the motion picture. Motion picture appreciation is presented not as a new subject but rather as a means of correlating a major out-of-school interest of children with the curriculum. The bulletin is rich in illustrative material.

*Selection and Distribution of Supplementary and Library Books in California Counties.* Department of Education Bulletin No. 10, May 15, 1934.

This material has been prepared to aid county boards of education in the selection of supplementary textbooks and library materials. Part I is a survey of county library service in rural schools as it is carried on in forty-three counties in California. Part II includes criteria for the selection of books, and a suggested long-time plan for the adoption of books within a county.

*The Effective Use of Library Facilities in Rural Schools.* Department of Education Bulletin No. 11, June 1, 1934.

Suggestions for teachers by which they may make more effective use of the county or local library facilities. Chapter I, *The Library in the Rural School*, presents concrete suggestions for providing library atmosphere in the classroom. Chapter II, *The Care of Fugitive Materials*, give specific guidance for assembling and classifying fugitive material and in binding books, and Chapter III presents suggestive material on *The Use of Books and Libraries*.

## **Division of Adult and Continuation Education**

L. B. TRAVERS, Chief

### **TRAINING SCHOOL FOR WORKERS EDUCATION**

The Bureau of Workers Education of the Division of Adult and Continuation Education announces a resident summer school for the training of unemployed teachers in the field of workers education at Occidental College, Los Angeles, from July 9 to August 4, 1934, to be held in conjunction with the Western Summer School for Industrial Workers. The school has been selected by the Federal Emergency Education Administration as one of ten centers in the United States for the training of teachers in the field of workers education, and maintenance and travel expense will be provided for thirty selected teachers. A limited number of others who wish to attend and pay their own way will be included. Campus residence and board is \$35 with a registration fee of \$2.50 for resident students and \$3.50 for non-resident.

Workers' classes will be used as laboratories of observation and study, and additional courses in teaching technique and discussion leadership will be offered to teachers. The course of study is as follows: American history, labor economics, history of the American labor movement, literature, writing and public speaking, social psychology, dramatics, gymnasium and sports, and teacher training. Instructors will be: William F. Adams, University of California at Los Angeles; Miriam Bonner, former instructor at Bryn Mawr, Vineyard Shore, and Southern Summer Schools for Women Workers in Industry; Albert Croissant, Occidental College; Anne E. M. Jackson, Extension Division University of California at Los Angeles; Allan Kenward; John L. Kerchen, director of workers education for Extension Division of the University of California; Marjorie Lucas, Occidental College; and H. J. Voorhis, Voorhis School, San Dimas.

A weekly forum devoted to the discussion of industrial problems in the United States, and a weekly seminar on race relations will be held in the evenings. Concerts and trips to points of interest, such as the Mt. Wilson Observatory, the California Institute of Technology, Southwest Museum, and Huntington Library, have been arranged.

Further information may be had from Mrs. Lucy Wilcox Adams, 308 California State Building, Los Angeles.



## **Bureau of Agricultural Education**

JULIAN A. MCPHEE, Chief

### **LOANS FOR VOCATIONAL AGRICULTURE PROJECTS**

High school vocational agriculture students who need credit facilities to conduct their supervised practice work in livestock, poultry, or crops enterprises, may secure production credit loans from the Farm Credit Administration through production credit associations.

Since the students are minors and the enterprises for the most part require only small loans, it is necessary to organize a Student Credit Committee to administer a number of small loans obtained in a lump sum. Such groups are most easily and satisfactorily organized through the school chapter of the Future Farmers of America.

The note of each student borrower must be signed by the parent, guardian, or adult sponsor. These notes in turn are held as collateral by some adult, known as the adult borrower for the Student Credit Committee, who secures the total amount of the production loan from the Farm Credit Administration. The adult borrower may be a farmer, banker, teacher, or other responsible individual. The production credit association will not make a loan of less than \$50; therefore, the sum of the student loans must be at least this amount.

Close adult supervision of the students' projects is required throughout, with statements as to the nature, purpose, and plan of the borrowing group; kind and scope of the project of each member, and certification of inspection of livestock, crops, or facilities. The advisor, sponsor, or adult borrower must see to it that all proceeds of the sales are remitted to the production credit association, and that there are no prior claims against the product.

Instructions regarding these student production loans, issued by the United States Department of the Interior, Office of Education, includes the following:

There are two purposes in the above procedure (organizing student credit committees): A. To assist worthy students to obtain needed credit for productive projects; B. To carry out organized instruction, through participation in production credit, on production credit associations. The latter presumes that the instruction will include computing credit needs, budgeting, organizing production credit associations, repaying loans, etc. Some teachers may want to carry the instruction beyond production credit; for example, have the students form a mutual insurance association whereby each boy could put a certain percentage of his loan in an insurance fund for protection against loss of animals or crops. Such an association membership could not only include borrowers but also any students in the local department of vocational agriculture who wanted to buy insurance. . . . The procedure would give the students some fundamental instruction on insurance.

Complete details in this student production credit plan may be obtained from the office of Julian A. McPhee, Chief of the Bureau of Agricultural Education, California Polytechnic School, San Luis Obispo.



# INTERPRETATIONS OF SCHOOL LAW

## Appellate Court Decisions

### **Contracts for Work to Be Done and Materials or Supplies to Be Furnished**

Under School Code sections 6.30, 6.34, and 6.36, where the total cost of the labor and materials used in a particular job for a school district, and for which a contract is to be let, exceed in value the sum of five hundred dollars, the governing board of the district must advertise for bids. A job is a piece of work done, or to be done as a whole and when the evidence in a particular case shows that each of various improvements contracted for by the governing board of a school district was separately undertaken and suggested itself separately to the board and was not part of a general scheme or plan to construct all the improvements, each of such improvements constitutes a particular job.

(*Brown vs. Bozeman et al.*, 77 C. A. D. 265, --- Pac. (2nd) ----.)

### **Dismissal of Permanent Teachers**

Where (in 1928) a permanent employee of a school district was dismissed from the service of the district after a hearing before the governing board of the district upon charges filed against the employee, all as provided for in Political Code section 1609 (repealed by Chapter 23, Statutes of 1929) and the employee seeks to have the action of the governing board of the district reviewed on the ground that one member of the board voting to dismiss the employee after the hearing was not present during the entire hearing as required by the provisions of Political Code section 1609, third, j (now found in School Code section 5.660), and the record of the proceedings before the board did not show that the member of the board was out of the room in which the hearing was being held but merely showed such member was absent from the board table, and that upon his return to the table the testimony given during his absence from the table was repeated, there was no error in the proceedings of the board.

(*Anderson vs. Menzel et al.*, 77 C. A. D. 278, --- Pac. (2nd) ----.)

### **Right of Teacher to Salary**

Where a probationary employee of a school district was prevented by the governing board of the district from teaching, the teacher was entitled to the compensation provided for in her contract, there being

no evidence that she could not have performed the duties of a teacher and the fact that she waited until the end of the school year to demand her salary not constituting laches.

(*Gugiere vs. Patterson et al.*, 77 C. A. D. 287, --- Pac. (2nd) ----)

### **Withdrawal of Elementary Districts from High School Districts**

When an elementary school district proposes to withdraw from a high school district under the provisions of sections 2.450A and following of the School Code, the determination required by School Code section 2.451A of the assessed valuation of the territory which would remain in the high school district after the withdrawal of the elementary school district must be based on the last equalized assessment roll not subject to revision by the State Board of Equalization under the provisions of Political Code section 3692.

(*Koch et al vs. Board of Supervisors of Orange County etc.*, 77 C. A. D. 412, --- Pac. (2nd) ----)

## **Attorney General's Opinions**

### **Attainment of Tenure**

Service rendered by a teacher in a district when it has an average daily attendance of less than 850 can not, under School Code sections 5.500 and 5.501, be counted as part of the service required by School Code section 5.500 for the automatic attainment of tenure in the district after the average daily attendance therein increases to 850 or more, because under the sections cited the discretion of the governing board of a district to dismiss a teacher is not taken from the board until the teacher has, in fact, taught for three complete consecutive school years, with the district having an average daily attendance of 850 or more and then is reemployed for the fourth consecutive year. (A. G. O. 9271, April 24, 1934)

### **Effect of Dismissal and Reemployment on Application of Tenure Law**

When a probationary teacher was dismissed from the service of a school district in June, 1933, after serving therein for three complete consecutive school years, and such dismissal was in good faith with no collusion of understanding between the teacher and the governing board of the district in regard to the future status of the teacher, the reemployment of the teacher for the school year 1934-1935 would not in itself operate to entitle the teacher to permanent tenure in the district. (A. G. O. 9283, April 17, 1934)

**Fees Required Under Field Bill, Chapter 59, Statutes 1933**

Where a school district has submitted plans and specifications for a building under the Field Bill (Chapter 59, Statutes 1933) and has paid the required fee and the Division of Architecture of the Department of Public Works has approved such plans and specifications and the district subsequently revises the plans and specifications of the building because the building can not be constructed at the cost originally estimated, no additional fee may be required by reason of the resubmission of the plans and specifications to the said Division of Architecture after revision, since the entire matter is one transaction.

While section 2 of the Field Bill requires an additional fee to be paid to the said Division of Architecture when the actual cost of a building exceeds the estimated cost, there is no provision in the statute for the return to the school district of any fees which have been paid when the actual cost of the building is less than the estimated cost. (A. G. O. 9312, May 16, 1934)

**Application of High School Textbook Law to  
High School District Junior College Courses**

Whether or not students enrolled in junior college courses maintained by high school districts are entitled to free textbooks under the provisions of the high school textbook law (School Code sections 6.370-6.460) is a question on which the Attorney General hesitates to advise one way or the other without a court determination of such question. (A. G. O. 9305, May 3, 1934)

## FOR YOUR INFORMATION

### EDUCATIONAL BROADCASTS

#### Education at the Crossroads

The Education at the Crossroads program given every Saturday evening at 7:00 p.m., P. S. T., over station KPO, under the auspices of the California State Department of Education, continues with the following broadcasts:

- June 2—John Titsworth, Secretary, Pacific Section Camp Directors of America, The Place of Camping in the Training for Citizenship.
- June 9—Edwin C. Browne, Principal, El Dorado County High School, Social versus Material Progress.
- June 16—C. F. Muncy, Assistant Chief, Division of Research and Statistics, State Department of Education, Transportation for School Children.
- June 23—Elwood A. Stevenson, Chief of Bureau for the Education of the Deaf and Principal, California School for the Deaf, Berkeley, Education for the Deaf Child.
- June 30—George C. Jensen, Assistant Superintendent for Secondary Schools, Sacramento, The New Social Emphasis, a Challenge to the Schools.

#### University Explorer

The University of California Explorer program is again on the air every Sunday evening at 9:00 p.m. The explorer brings to the public interesting items pertaining to the work being carried on by the various members of the staff of the University of California.

#### Stanford University Program

Stanford University will continue its series of broadcasts. One is released every Monday over station KPO at 7:45 p.m. Various members of the staff of Stanford University participate in this program.

### PUPIL TRANSPORTATION

Quoted below is a paragraph which appeared in Arthur Brisbane's column "Today" in *The San Francisco Examiner* of April 29, 1934.

A school bus filled with children stopped on a highway. A seven-year-old girl got out, crossed the road, was struck and killed by an automobile coming forty-eight miles an hour behind the school bus. The driver of the automobile said he did not know it was a school bus.

School children are transported too frequently in ramshackle, unfit buses of every shape, description and color. There is political graft there, as in everything American. All school buses should pass State inspection,

and be painted alike everywhere, so brilliantly as to be identified easily at a distance, the style of paint selected being used exclusively for school buses. Bright yellow and white stripes might do. Any automobile driver recklessly passing such a bus discharging children on the highway should spend some time in jail, even if he happens not to kill a child.

The injury or killing of pupils by motorists while pupils are attempting to cross highways after being discharged from school buses is all too frequent in California. Section 134½ of the California Vehicle Act reads as follows:

The driver of any vehicle upon a public highway outside of a business or residence district upon meeting or overtaking any school bus which has stopped on the highway for the purpose of receiving or discharging any school children shall bring such vehicle to a stop immediately before passing said school bus but may then proceed past such school bus at a speed not greater than is reasonable or proper and in no event greater than ten miles an hour and with due caution for the safety of pedestrians. The provisions of this section shall be applicable only in the event the school bus shall bear upon the front and rear a plainly visible sign with letters not less than four inches in height bearing the words "school bus."

Under the State Board of Education Regulations Governing Pupil Transportation every school bus in California does bear on the front and rear thereof the words *School Bus*.

School administrators are earnestly urged to aid in stopping the maiming and killing of pupils by bringing this article to the attention of the people of the communities of the state.

In connection with Mr. Brisbane's statement reference should be made to the fact that under the State Board of Education Regulations Governing Pupil Transportation all school buses in California are inspected annually by the California Highway Patrol and that new buses purchased and old buses repainted must be painted medium chrome yellow, moldings to be black.

### SCHOLASTIC AWARDS

The results of the nation-wide competition in literature and the fine arts sponsored annually by *Scholastic*, national high school weekly, have recently been announced. Prizes have been won by the following California students:

*Poetry.* First prize of \$50 by Joyce Hoeft, University High School, Oakland.

*Drama.* Third prize of \$10 by Kathryn Daly, University High School, Oakland.

*Pencil.* Third prize of \$15 by Travis Johnson, Alhambra High School, Alhambra.

### THE CALIFORNIA POLYTECHNIC SCHOOL INDUSTRIAL COURSES

The industrial work at the California Polytechnic Schools is divided into two main departments, aeronautics and electrical industry. The student may specialize in any one of three branches in the aeronautics course, or in the electrical industry department he may specialize in any one of four or five branches.

The instruction in both departments is of the junior college level without being restricted by college entrance requirements, so that the course is outlined after a study of the industry and the student is taught what is needed in that industry and not what the colleges require for further work in the engineering courses.

The courses at the California Polytechnic School are truly "terminal" and on completion of the course of study at the school the student is assisted in finding a job for which he has been trained. About 90 per cent of the students are high school graduates, but a few students will be enrolled provided they are over seventeen years of age and mature enough to profit by the instruction, who have not graduated from high school.

The electrical industry department is housed in an up-to-date building constructed for the purpose. It is well equipped with all of the necessary instruments, switchboards, test tables, and machinery to conduct a first class college course in electrical testing and laboratory work. Next to the electrical building is the school power plant in which are housed the boilers for the central heating plant as well as the electrical generating equipment for the campus. This machinery consists of a 120-h.p. Diesel electric generating unit, a 50-h.p. gas engine generating unit and a 57-h.p. steam-electric generating unit. All of this equipment is used by the electrical industry students as instructional equipment. In addition, they get practical power plant operating experience as plant operators.

Another phase of the practical experience obtained by the students in this department is the service and maintenance of all of the electrical equipment on the campus as well as the installation of new equipment. In addition to the practical phase of their training the students get a thorough course in electrical laboratory testing as well as a classroom course in the theory of magnetism, and direct and alternating currents. On completion of the course the students have the technical background to work into the minor executive positions now held by many engineering college graduates.

The aeronautics department is a government-approved commercial repair station for airplanes and airplane engines. Both of the instructors are licensed mechanics so that the time the students spend in this department is counted as time required for the student on practical



work before being allowed to take the government examinations for the mechanics license. Airplanes and engines are brought in and reconditioned or rebuilt by the students. The government inspector comes to the school once a month and inspects all of the work done on commercial planes as the work progresses.

The aeronautics department is divided into three courses, airplane engine work, airplane construction work, and aeronautical drafting. In order to receive a certificate of completion from this course the student must have passed the government examinations and received a license as an airplane mechanic or airplane engine mechanic or have satisfactorily completed the aeronautical drafting course and demonstrated such ability that he can be recommended to an aircraft factory as a draftsman.

In connection with the aeronautics department there is a welding department primarily intended to give the aeronautics students a thorough course in aeronautical welding. This is essential as an airplane mechanic must be a good welder of airplane tubing. There is also a well-equipped machine shop with machine tools enough to handle a class of thirty students at one time. All of the aeronautics students receive some machine shop instruction during their course. Both the welding and machine shops are also available to the electrical students who wish some training along these lines.

The industrial department at the California Polytechnic School has equipment and facilities to handle about sixty students in the electrical department and seventy-five in the aeronautics department. There are dormitories and a dining hall on the campus operated on a non-profit basis so that the living expenses of the students are kept to the minimum. The 1934-35 bulletin giving more information about this school is now ready and may be obtained by writing to the California Polytechnic School at San Luis Obispo.

### STATE CONFERENCE ON INDUSTRIAL EDUCATION

School administrators and instructors of vocational and industrial arts classes will be particularly interested in the Annual Conference on Industrial Education, called by Superintendent Kersey, for July 13, 1934. This conference will be held at the State Teachers College, Santa Barbara, in conjunction with the Annual Conference of the California Industrial Education Association, which is scheduled for July 13 and 14, 1934.

This is an important conference, and should be attended by school administrators and shop instructors, as many of the new problems encountered in industrial arts and vocational education will be discussed at length. So many changes have taken place in the social and



economic life of our people today which have a very direct bearing upon our educational programs, that it is of the utmost importance that representatives from education, business, industry, and labor gather to discuss the new deal for trade and industrial education, to meet these changes.

### BOOKS OF GENERAL INTEREST

A list of *Books of General Interest for Today's Readers*, compiled by Doris Hoit of the New York Public Library, has just been published by the American Library Association and the American Association for Adult Education in cooperation with The United States Office of Education. This annotated list has been drawn up through the cooperation of a number of organizations and individuals vitally interested in the success of the emergency programs in adult education; the selections have been made with due regard for simplicity of content and for availability in public libraries. It is hoped that this list will be found useful to teachers and leaders, as well as to students participating in the emergency educational program for adults.

### OUR PUBLIC SCHOOLS

The National Congress of Parents and Teachers in its efforts to safeguard the schools against unwise economies during depression years and to extend its service still further, has just published a volume entitled, *Our Public Schools*. The book presents the aims and policies of the public schools in form suited to the needs of the layman who is eager to do his part in shaping the educational policy of the community.

The book is a symposium of contributions from leaders in the field representing the point of view of editors of educational journals, directors of educational research, professors of education, and school executives. Practically every phase of education is represented in *Our Public Schools*. The book is edited by Charl Williams, Vice President of the Congress, and Field Secretary of the National Education Association.

A number of topics for discussion are listed at the end of each chapter together with a list of readable books on education. It is believed these will serve as the basis of outlines for group discussion and study.

The book may be secured from the National Congress of Parents and Teachers, 1201 16 St., Washington, D. C.

### GROUP ACTIVITIES FOR MENTALLY RETARDED CHILDREN

The United States Office of Education announces the publication of a 149 page bulletin, *Group Activities for Mentally Retarded Children*, Bulletin 1933 No. 7, compiled by Miss Elise H. Martens, Office of Education specialist in the education of exceptional children. The

bulletin is a symposium to which contributions have been made by educational leaders in the field of education for the mentally retarded. Useful bibliographical material is included. The bulletin is available from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 15 cents per copy.

### SCHOOL EXHIBITS FOR STATE FAIR

The management of the California State Fair, which will be held this year from September 1 to 10, calls attention to the list of premiums and awards offered to schools and students in connection with exhibits of school work. A publication entitled *California State Fair Premium List* is available upon request to Mrs. Jane Amundsen, School Exhibits, California State Fair, Sacramento, California.

Schools are particularly requested to participate in the competition of water color paintings. Every high school in the state is asked to submit one water color painting, medium weight cream mounting, 22 by 28 inches in size to be judged by the art gallery judges on the opening day of the fair, the winning picture to be hung in the art gallery properly placarded. Schools which have not already requested exhibit space should make such request to Mrs. Amundsen immediately.

A new educational building at the State Fair Grounds will be completed and ready for occupancy during the fair.

## PROFESSIONAL LITERATURE

### REVIEWS

PERCIVAL M. SYMONDS. *Mental Hygiene of the School Child*. New York: The Macmillan Company, 1934. xi + 321 pp.

Modern educational methods are based on a broad concept of the function of education, recognizing that "the whole child comes to school, and the school is responsible for the child as a whole while in school—not just the academic child but the child who must learn to live as a social being in a social environment." The growing complexities of life which have made individual and social adjustment far more difficult have important implications for education. Education must provide for the adjustment of the individual so that he may learn to meet the situation with which he is confronted both with satisfaction to himself and in a socially desirable manner. This field of personal adjustment is the field of mental hygiene.

Since principles of mental hygiene have been developed largely from the study of abnormal psychology and psychiatry, it is only natural that most treatments of mental hygiene should stress the pathological forms of behavior and remedial treatment of the problem child almost to the exclusion of any consideration of the prevention of poor mental adjustment. The latter problem, however, is the chief concern of the teacher and the school. Consequently, this new volume by Dr. Symonds, which is designed as an interpretation of the principles of mental hygiene for the teacher, and which emphasizes prevention rather than remedial aspects, is a distinctly worth-while contribution.

The book opens with a brief discussion of the importance of mental hygiene to the modern educational program, stressing the positive or preventive aspect of the subject. This is followed by chapters on Learning, Drives, Mechanisms of Adjustment in the Interpretation of Drives, and Analysis of Behavior Patterns which form a sound psychological background for the explanation of principles and examples of practice of mental hygiene to follow. Succeeding chapters are devoted to positive and negative habits, sex adjustments, the teachers' part in developing mental hygiene, discipline, school organization, special psychological services, mental hygiene testing program, interviewing and case study, remedial work, teacher adjustment, and selected case studies.

The chapter on discipline, though brief, furnishes some of the most practical suggestions for teachers in the entire book. It is introduced by a comparison of the punitive and mental hygiene methods of approach to disciplinary problems. A somewhat formidable list of school offenses together with suggested punishments, taken from an article published less than ten years ago in a leading educational journal is used to illustrate the punishment theory. This is followed by a report of three case histories published in the same journal in answer to the previous article showing the futility of treating symptoms rather than causes, and furnishing striking illustration of the mental hygiene approach to problems of school discipline. The rapid acceptance of the point of view of attempting to understand the causes underlying misconduct in school and to adjust the basic contributing factors should revolutionize methods of discipline.

The contribution of this book does not lie in the presentation of new material, but rather in the organization and presentation of a large body of previously available material in the field of mental hygiene in a manner and language easily understood and designed to facilitate application of the principles. The theory of mental hygiene receives careful consideration, yet the outstanding feature of the book is the rich body of illustrations showing the practical application of mental hygiene

principles in every-day school situations. A list of problems and exercises at the close of each chapter and a selected bibliography at the end of the book contribute to its usefulness as a text. Colleges and universities will find the volume of great value in connection with many of the courses designed for teacher training. Every teacher and prospective teacher may read the book with a genuine feeling of profit.

IVAN R. WATERMAN

SIDNEY L. PRESSEY. *Psychology and the New Education*. New York: Harper & Brothers, 1933. xxxi + 594 pp.

*Psychology and the New Education* represents a sincere attempt to keep the child truly the center of interest in a consideration of educational psychology. The criticism of the progressive educators that this subject has become mechanical and inhuman has been met in this book by developing a "sensitivity to child problems and an enthusiasm for the teacher's art." This approach is evident at once as the reader notes the chapter headings—Psychology and the Educational Crisis, Interests and Incentives, The Individual Child, The Results of School, A Foreword to the Education of the Future, etc. This book promises to successfully bridge the gap between the science of psychology and the art of teaching.

The schools are in a strategic position in the scheme of child happiness. The school experiences of a child may make or break him. A deep, sympathetic understanding of human nature is more to be desired in the relationship of a teacher to the child than an extensive knowledge of scientific facts concerning reflexes and instincts, and the author attempts to give this understanding in his presentations. The practical and functional aspects of psychology are stressed throughout the book. If child happiness is the primary objective of education, then the point of view on efficiency, in truth the very "tone and character of existence" will be changed as a result.

The major treatment of Pressey's book deals with the development of the child from six to eighteen. The need for further study in the field of child interests and a reorganization of the school curriculum to serve these interests is urged throughout.

Although not denying the importance of "original nature" the author admits that he is an environmentalist. He believes "that an individual's interests, abilities, and character are a product of the total environment in which he develops" and that "society is responsible for what the child becomes." Forces which can be controlled, then, determine character, personality, usefulness, and happiness. Education is the chief agency for exercising such control and the school and the teacher have a grave responsibility in providing rich and satisfying experiences suited to the needs, and close to the interests of children.

Sample case studies of average, bright, and defective, emotionally maladjusted, physically handicapped, and delinquent children, are presented with records of the methods employed to meet the needs in each case. The analysis of each individual will yield rich returns to the teacher. The understanding teacher has a developmental point of view and turns natural childish activities into useful channels.

The new psychology upon which modern progressive education is based includes scientific research but in addition reaches out and beyond and includes a deep, sympathetic understanding of human nature. The hope of the future rests in the courage and efforts of teachers to capitalize upon the potentialities in the teaching profession. Education will then take its rightful place as "a major means for social progress."

GLADYS L. POTTER

ELLWOOD P. CUBBERLEY. *Public Education in the United States*. (Revised and enlarged edition) Boston: Houghton Mifflin Company, 1934. xx + 782 pp.

The 1919 edition of Cubberley's *Public Education in the United States* has been the standard text and reference work in the field of educational history of the

United States for fifteen years. Its influence on the knowledge and understanding of the evolution of the American school system possessed by American educators is in all probability greater than that of any other treatise. The vivid account of the seven battles marking the struggle for a free, tax-supported school system extending through the university is outstanding as an analysis of the democratization of the public school system.

The new edition is both a revision and an expansion of the old. An additional chapter on the Colonial period, and two additional chapters dealing with education in the South, describing the effects of the Civil War on education and subsequent developments have been included. A fourth new chapter deals with professional organizations.

New factual material has been embodied throughout the text and in a series of footnotes not included in the previous editions. To supplement this new edition a volume of *Readings* paralleling the text has been prepared for publication in the immediate future. References to the *Readings* are indicated in bold type in the text. The chapter arrangement of the two volumes is the same for purposes of convenience. The revised edition of *Public Education in the United States* will undoubtedly increase the popularity of the book both as a text and as a standard reference for students of education.

IVAN R. WATERMAN

### CURRENT PUBLICATIONS RECEIVED

BACHE, LOUISE FRANKLIN. *Health Education in an American City*. Garden City, New York: Doubleday, Doran and Company, Inc., 1934.

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